



North Aiken Elementary/Pinecrest

100 Bears Rock Rd.

Aiken, SC 29801

Grades	PK-5 Elementary School	
Enrollment	541 Students	
Principal	Rhonda Ray	803-641-2690
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Average	Below Average
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

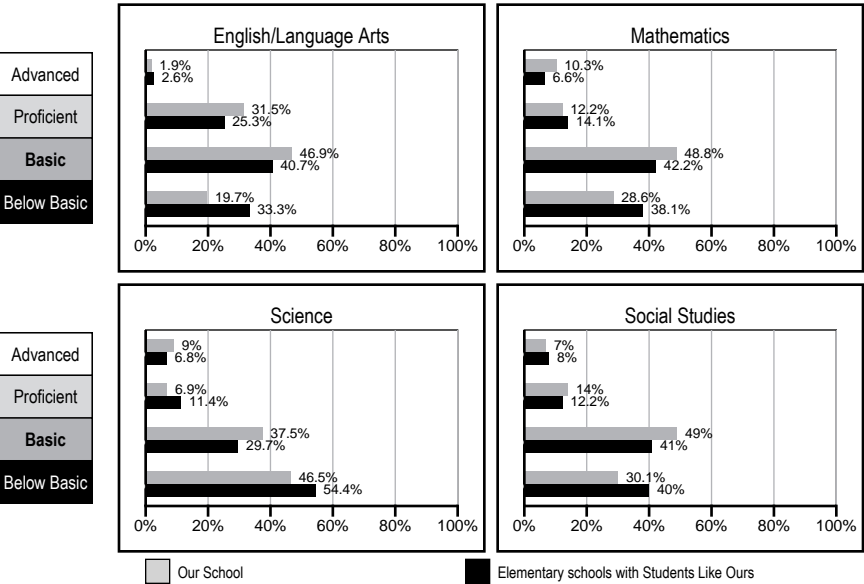
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	8	56	62

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=541)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.1%	Up from 4.5%	3.1%	2.3%
Attendance rate	95.1%	No Change	96.0%	96.3%
Eligible for gifted and talented	2.5%	Up from 1.6%	2.9%	10.4%
With disabilities other than speech	9.5%	Up from 7.3%	7.8%	7.5%
Older than usual for grade	1.2%	No Change	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	46.9%	Up from 41.9%	54.5%	56.7%
Continuing contract teachers	75.5%	Down from 76.7%	69.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 2.8%	0.0%	0.0%
Teachers returning from previous year	87.1%	Up from 82.7%	82.6%	86.4%
Teacher attendance rate	93.0%	Down from 98.1%	95.0%	94.9%
Average teacher salary	\$44,510	Up 2.5%	\$43,876	\$45,345
Professional development days/teacher	15.6 days	Up from 14.7 days	13.8 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	12.1 to 1	Up from 10.7 to 1	16.6 to 1	18.5 to 1
Prime instructional time	90.7%	Down from 93.9%	89.4%	89.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,621	Down 4.2%	\$8,172	\$7,052
Percent of expenditures for instruction*	74.7%	Up from 73.4%	68.5%	69.1%
Percent of expenditures for teacher salaries*	70.6%	Up from 67.6%	61.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Parents, teachers, students, and other partners of the North Aiken Elementary community witnessed several major accomplishments during the 2008-2009 school year: For the fourth consecutive year North Aiken Elementary School met Adequate Yearly Progress (AYP) as specified by the No Child Left Behind Act. First grade students, for the fourth consecutive year, scored above the national average on Stanford Reading First. The school was awarded a continuation of a grant from the Math and Science Unit of the State Department of Education, which will partially fund a Math Coach for the 2008-2009 school year. Smartboards have been installed in 100% of classrooms in the school and teachers currently have access to five mobile laptop units with wireless internet access for students.

An updated strategic plan has been drafted by the Title I and School Improvement Council committees for the 2007-2008 school year. Highlights of new action items contained in this plan include the following: An additional teacher will continue to provide literacy intervention for 4th and 5th graders in the regular classroom setting; Measures of Academic Progress (MAP) will continue to be incorporated as a benchmark assessment from which teachers will develop individualized instruction for students in grades one through five; Intervention strategies will be incorporated into the school's computer lab; and Title I funds will continue to allow North Aiken to have one of the lowest teacher to student ratios in the district. In addition, North Aiken will complete its five year partnership with Reading First at the end of the 2008-2009 school year.

We applaud the efforts of parents and members of the educational community who continue to provide input into these initiatives as active participants in the school's Title I, Reading First, PTA and School Improvement Council activities.

Dr. Kevin O'Gorman, Principal
Curtis Dawkins, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	72	38
Percent satisfied with learning environment	100.0%	76.1%	73.0%
Percent satisfied with social and physical environment	100.0%	60.6%	69.4%
Percent satisfied with school-home relations	87.8%	80.0%	75.0%

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	243	99.6	19.4	46.8	31	2.8	50.9	49.8	48.2	Yes	Yes
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Gender

Male	135	99.3	26	40.7	30.1	3.3	46.3	43.8	41.7	N/A	N/A
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Female	108	100	10.8	54.8	32.3	2.2	57	56.3	55	N/A	N/A
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Racial/Ethnic Group

White	29	100	11.1	40.7	40.7	7.4	59.3	59.8	60	I/S	I/S
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African American	212	99.5	20.3	48.1	29.4	2.1	49.7	33.8	31.7	Yes	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
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Disability Status

Disabled	34	97.1	35.7	57.1	0	7.1	25	15.2	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	43	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	218	99.5	20.7	48.7	28.5	2.1	48.7	35.8	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	243	100	28.2	48.6	12	11.1	35.2	46.9	45.8	No	Yes
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Gender

Male	135	100	26.8	43.9	15.4	13.8	39	47.9	45.6	N/A	N/A
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Female	108	100	30.1	54.8	7.5	7.5	30.1	45.7	45.9	N/A	N/A
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Racial/Ethnic Group

White	29	100	18.5	29.6	14.8	37	59.3	57.2	59	I/S	I/S
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African American	212	100	29.4	51.9	11.8	7	31.6	29.7	26.9	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
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Disability Status

Disabled	34	100	50	39.3	3.6	7.1	14.3	15.8	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	218	100	31.1	48.7	11.4	8.8	31.1	32.8	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

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N/A–Not Applicable

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N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	163	100	46.2	37.2	6.9	9.7	16.6	34.1	35.7	95.1	95.9
Gender											
Male	93	100	41.7	35.7	9.5	13.1	22.6	36.6	37.4	94.7	95.8
Female	70	100	52.5	39.3	3.3	4.9	8.2	31.3	33.8	95.5	96.1
Racial/Ethnic Group											
White	21	100	20	30	5	45	50	45.2	49.2	94.8	95.9
African American	140	100	50.4	39	6.5	4.1	10.6	16.4	17	95.1	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	N/A	97.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	94.6	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	N/A	95.8
Disability Status											
Disabled	28	100	75	12.5	4.2	8.3	12.5	12.8	14	93.4	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	93	96.5
Socio-Economic Status											
Subsidized meals	147	100	50.8	36.2	6.2	6.9	13.1	20.4	21.1	94.9	95.2

Social Studies

All Students	163	99.4	29.7	49	14.5	6.9	21.4	30.3	34	95.1	95.9
Gender											
Male	83	100	22.4	50	17.1	10.5	27.6	33.8	36.6	94.7	95.8
Female	80	98.8	37.7	47.8	11.6	2.9	14.5	26.5	31.3	95.5	96.1
Racial/Ethnic Group											
White	18	94.4	18.8	18.8	50	12.5	62.5	38.6	44.5	94.8	95.9
African American	144	100	31.3	52.3	10.2	6.3	16.4	17	19.1	95.1	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	N/A	97.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	94.6	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	N/A	95.8
Disability Status											
Disabled	19	94.7	46.7	26.7	20	6.7	26.7	10.7	14.4	93.4	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	93	96.5
Socio-Economic Status											
Subsidized meals	148	99.3	31.8	51.5	12.1	4.5	16.7	18.6	21	94.9	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	87	97.7	17.6	43.2	36.5	2.7	39.2
	4	89	97.8	18.5	40.7	40.7	0	40.7
	5	68	100	32.2	50.8	16.9	0	16.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	81	100	9.9	40.8	42.3	7	49.3
	4	82	98.8	12.2	51.4	35.1	1.4	36.5
	5	80	100	36.6	47.9	15.5	0	15.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	87	98.9	25.7	58.1	13.5	2.7	16.2
	4	89	97.8	21	43.2	24.7	11.1	35.8
	5	68	100	23.7	61	10.2	5.1	15.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	81	100	29.6	53.5	8.5	8.5	16.9
	4	82	100	24.3	41.9	14.9	18.9	33.8
	5	80	100	31	50.7	12.7	5.6	18.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	45	97.8	53.8	41	5.1	0	5.1
	4	89	97.8	52.5	30	12.5	5	17.5
	5	36	97.2	60	26.7	10	3.3	13.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	40	100	34.3	48.6	11.4	5.7	17.1
	4	82	100	47.3	33.8	6.8	12.2	18.9
	5	41	100	55.6	33.3	2.8	8.3	11.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	43	100	44.1	50	5.9	0	5.9
	4	89	97.8	37.5	52.5	8.8	1.3	10
	5	33	100	53.6	42.9	3.6	0	3.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	42	97.6	13.9	63.9	16.7	5.6	22.2
	4	82	100	23	51.4	17.6	8.1	25.7
	5	39	100	60	28.6	5.7	5.7	11.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A--Not Applicable

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